

Teacher's Scoring Guide



Grade 4
English/Language Arts
Fall 2008

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

There are two scoring guides for Grade 4, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 3 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.in.gov) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 4 test is based on the academic standards through Grade 3.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 4 the students were asked to write a story that tells about a room in their school where they would like to spend the day.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 3 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

❑ **READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children's magazines and periodicals, and reference and technical materials.

❑ **READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

❑ **WRITING: Processes and Features**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

❑ **WRITING: Applications**

Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.in.gov contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

Score Level	Organization	Style
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
5	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
4	<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
3	<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
2	<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support?
Style
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> • Does it mostly stay on the topic? (Writing may include minor tangents.) • Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> • Does it present related information? • Writing may not fully develop details; it may list ideas with some detail.
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 3
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> provide minimal information and not begin to exhaust the possibilities? provide minimal details, but does not develop details?
Organization
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? require the reader to fill in gaps in the sequence?
Style
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> contain ordinary/common words? exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> Writing may be difficult to follow in some sections. Writing may be hard to understand; the connection of ideas and information may be unclear. Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
Ideas and Content	
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief. 	
Organization	
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Pick a Room

Read the information in the box. Then do the writing activity.

Think about all the different rooms in your school. In which room would you like to spend an entire day? Tell about that special room.

Pre-Writing Activity

These are statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

Pre-Writing Activity

- Use the boxes on the next page to help you plan your writing.
- Be sure your writing has a beginning, a middle, and an end.
- Be sure to include details to make your writing interesting.
- Here are some questions to help you in your writing:
 - ✓ What does the room look like?
 - ✓ What is special about the room?
 - ✓ How would you spend the day in this room?
- If you need more paper to plan your writing, ask your teacher.

NOTE: Only your writing on the lined pages in this book will be scored.

Plan your writing. If you need more paper to plan your writing, ask your teacher.

Pick a Room

What does the room look like?

What is special about the room?

How would you spend the day in this room?

Graphic Organizer

Once students have thought about the requirements of the task, the graphic organizer helps organize their ideas logically. **The graphic organizer is not scored.**



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?
Examples: Tom plays at the park.
They play at the park.
- 6 Have you used the correct form of your action words (verbs)?
Examples: Jan plays today.
Jan played yesterday.
Jan will play tomorrow.
- 7 Have you written complete sentences?

Writing Icon and Editing Checklist

The writing icon and the Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. **The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.**

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task of writing about a special room (i.e., tells about spending a day in the art room).
- stays completely focused on the task and topic.
- provides in-depth information and strong supporting details that are fully developed (e.g., *I want to make pottery; Well, I think I am satisfied with the vase. Now it is time to fire up the kilm [kilm]*).
- is well organized, showing a logical progression of ideas with a clear, engaging introduction (e.g., *Wow, I can spend the whole day in the art room!*), middle (e.g., *I think I will go check on the pottery. Not ready yet. Now I'll go get the oil pastels*), and an enthusiastic end to the writing (e.g., *I just love the art room*).
- includes vocabulary that is varied and challenging (e.g., *Clay is very messy and gooey; Beep, Beep [,] Beep. The pottery's ready!*).
- is fluent and easy to read.
- contains a wide variety of sentence patterns, including complex sentences (e.g., *I wonder what I should do while I am waiting?*).
- demonstrates a strong sense of audience and an original perspective (e.g., *I bet you know what I want to do; It might be because I love art or I just like being there. Who really knows!*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It consistently demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has an ending punctuation error (e.g., *I wonder were [where] some insirations [inspirations] are [?]*).
- has correct subject and verb agreement.
- contains some grade-level spelling errors (e.g., *every were [everywhere], buety [beauty], Know [now]*), some of which may be first-draft errors.*
- has a run-on sentence (e.g., *I found some clay, [,] now [Now] I will make a vase*) but has no sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

NOTE: In holistic scoring, the reader gives the paper the score that best describes the **overall** performance. Because length and complexity of essays vary, the number of errors within a given score point may vary. We do not want to penalize the student who writes longer essays. For this reason, a Score Point 4 paper may have errors; however, the overall performance demonstrates a **very good** command of English skills.

Title: The Art Room

Wow, I can spend the whole day in the art room! I sure know what I want to do. See the kilm, thats what you put the clay in (when it cooks). I bet you know what I want to do. I want to make pottery. I found some clay, now I will make a vase. Clay is very messy and gooey. Well, I think I am satisfied with the vase. Now it is time to fire up the kilm. I wonder what I should do while I am waiting? I know, I want to draw with oil pastel. I wonder were some insirations are. Oh, there every were. I am going to draw the art room. First I'll plan my work. The art rooms pretty big. The "museum" is to the left. The computers are right next to the door that leads to the kilm. I think I will go check on the pottery. Not ready yet. Now I'll go get the oil pastels. The colors I need are orange, brown, blue, yellow, black, white, and red. It's time to draw. Now that I'm done with the computers I can draw the museum. Ah, what a buety. My picture is all done. Beep, Beep Beep. The pottery's ready! Know I shall paint this wonderful piece of art work (5 minutes later). Now that it is dry, I can keep it forever. I just love the art room. It might be because I love art or I just like being there. Who really knows!

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task of writing about a special room (i.e., tells about spending a day in the gym).
- stays focused on the task and topic.
- provides many supporting details to describe all of the activities available in the gym (e.g., *The room is a big room with a climbing wall on one of the walls and bealchers [bleachers] and monkey bars*). Unlike a Score Point 6 paper, however, this paper is less developed, and the details are less vivid.
- is organized in a logical sequence with a clear beginning (e.g., *I would like to spend a whole school day in the gym room*), a solid middle section that describes all of the activities in the gym room, and a clear end to the writing (e.g., *Those are the reasons I would like to spend the day in the gym*).
- includes descriptive vocabulary (e.g., *If I got to spend the day in the gym [,] first I would hoo-la-hop [hula-hoop] and jump rope*).
- is easy to read and contains varied sentence patterns, including complex sentences (e.g., *The gym room is a fun place, [no comma] because you can play with your friends the whole time, run around it, and play with all of the gym equipment*).
- demonstrates a good sense of audience (e.g., *What's speacial [special] about the room is that you get to play all of the time and just have a great time*).

NOTE: A Score Point 5 paper may have many of the same characteristics as a Score Point 6 paper. The difference between a Score Point 6 paper and a Score Point 5 paper is often the degree of in-depth development and the use of supporting details.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has a few grade-level spelling errors (e.g., *speacial [special], probaly [probably]*).
- contains no run-on sentences or sentence fragments.

Title: Gym

I would like to spend a whole school day in the gym room.

The gym room is a fun place, because you can play with your friends the whole time, run around it, and play with all of the gym equipment.

The room is a big room with a climbing wall on one of the walls and bealchers and monkey bars. What's speacial about the room is that you get to play all of the time and just have a great time. You can also run around and play with all of the equipment. If I got to spend the day in the gym first I would hoo-la-hop and jump rope. Then, I would run around the whole gym twenty times. After that, I would probaly be tired and have to go sit down on the bleachers. Finally, I would go get a drink from the vending machine. Those are the reasons I would like to spend the day in the gym.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task by writing about a special room (i.e., tells about the computer room).
- stays mostly focused on the task and topic.
- includes sufficient information and supporting details to describe the computer room (e.g., *It has three rows of computers. Each one is numbered one to twenty-seven*). However, the ideas could be more fully developed.
- organizes ideas sufficiently with a clear beginning, middle, and end.
- exhibits an adequate command of vocabulary.
- is easy to read and contains complex sentences (e.g., *If you get bourd [bored] with one game, you can switch to another*).
- demonstrates some sense of audience (e.g., *I would play Gizmos. It is fun because you do activities*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content. A Score Point 4 paper frequently has a list-like quality and does not have the clear organization of the Score Point 6 and Score Point 5 papers.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no beginning capitalization errors and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has a grade-level spelling error (e.g., *bourd* [bored]). However, this appears to be a first-draft error.
- has no run-on sentences or sentence fragments.

Pick A Room

Title: _____

I would like the computer room because you can
play games. It has three rows of computers. Each one is
numbered one to twenty-seven. There is a desk with a
printer on it.

Each computer has the same games. There are as much
as twenty games on each computer. It is cool in the computer
room. If you get bound with one game, you can switch to
another.

I would play *Gizmos*. It is fun because you do activities.
Also you race and build stuff. It is the game that I like the
most.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task by writing about a special room (i.e., tells about the classroom but does not fully describe the room).
- stays somewhat focused on the task.
- provides some relevant details about the classroom (e.g., *In our class room* [classroom,] *we have 2 chalk boards* [chalkboards], *23 desks, 23 students, 1 t.v* [TV], *and lots of cabnits* [cabinets]).
- attempts to organize; has a brief introductory sentence (e.g., *My faforite* [favorite] *room in my school is our room, room 217*) and a brief concluding sentence (e.g., *Thats* [That's] *why our class room* [classroom] *is so special*).
- uses ordinary, predictable vocabulary.
- is easy to read.
- has some sense of audience (e.g., *I love our class room* [classroom]. *I get to be with my teacher, my friends, and my classmates*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while the Score Point 3 paper shows little or no development.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- contains no errors in subject and verb agreement.
- includes some grade-level spelling errors (e.g., *faforite* [favorite], *usaly* [usually], *Though out* [Throughout]).
- has no run-on sentences but has a sentence fragment (e.g., *What we usaly* [usually] *do on a basic day is*).

Title: A special Room

My faforite room in my school is our room, room 217.

In our class room we have 2 chalk boards, 23 desks,

23 students, 1 t.v, and lots of cabnits. I love our class

room. I get to be with my teacher, my friends, and my

classmates. What we usaly do on a basic day is. We come

in the room do our morning work. Though out the day

we do work sheets, spelling, games, and lots of others.

Thats why our class room is so special.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., tells about a room but provides few relevant details).
- shows minimal focus.
- makes a minimal attempt to organize with a beginning (e.g., *My room is SpongeBob*) and a brief middle but lacks an ending.
- employs a very limited vocabulary.
- is readable and uses varied sentence structures, including a complex sentence.
- displays little sense of audience.

NOTE: The Score Point 2 paper communicates some ideas, but the overall lack of writing skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has several grade-level spelling errors (e.g., *graet* [great], *menroy's* [memories], *slep* [slept]).
- has run-on sentences (e.g., *My room is SpongeBob [.] I know it sounds kiddy [,] but I like it*) and a sentence fragment (e.g., *SpongeBob traff* [traffic] *light, stol* [stool], *bed, hat, and SpongeBob bank*).

NOTE: In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication.

Title: My room

My room is SpongeBob I know it sounds kiddy but I like
it. It is a fun room I have graet menroy's the first time I
slep by self that was a good room. My room is specail to
me because I have almost all SpongeBob stuff. SpongeBob
traff light, stol, bed, hat, and SpongeBob bank.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., tells about spending the day at the gym but provides few relevant details or information).
- has little focus.
- is too brief to establish an order.
- contains a very limited vocabulary (e.g., *I would Like* [like] *to Send* [spend] *a* [an] *entire day in The* [the] *gym*).
- displays some sense of audience.

NOTE: Score Point 1 is the lowest score point. It is important to note that even at this level, the student conveys some meaning. Problems with sentence formation and development of ideas may seriously compromise meaning.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- contains spelling errors of grade-level words (e.g., *Send* [spend], *a* [an]).
- has no run-on sentences but contains one sentence fragment (e.g., *Cause on papers*).

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Title: The big gym

I would Like to Send a entire day in The gym.

Cause on papers.

And I Love working out. The Eend

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 8 and Grade 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as grammar, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 3 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

Directions

For Test 4, you will read an article and a story. You will answer questions about what you have read. Then you will do some writing.

First, you will read the article. “What Good Is a Book Report?” is an article that tells about the reasons for reading and writing book reports.

Now read “What Good Is a Book Report?” and answer Numbers 1 through 7. You may look back at the article as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “What Good Is a Book Report?” and “A Home for Hoppy.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1

READING: Literary Response and Analysis

- 1** What is the MAIN message of this article?
- ☐ Information in books may not be accurate.
 - ☐ Fiction books are stories that are made up.
 - ☐ Book reports are good school assignments.
 - ☒ Book reports can help people choose books.

Test 4—Question 2

READING: Comprehension

- 2** In which paragraph can a reader find a definition of the word *nonfiction*?
- ☐ Paragraph 1
 - ☐ Paragraph 4
 - ☒ Paragraph 7
 - ☐ Paragraph 9

Test 4—Question 3
READING: Comprehension

- 3** Using information from the article, describe a “fiction” book and a “nonfiction” book.

TERM	DEFINITION
fiction book	
nonfiction book	

Exemplars:

fiction book

- made-up story/story that is made up
- other relevant text-based response

nonfiction book

- book that gives information about real things or real people
- book that tells about true things
- other relevant text-based response

Rubric:

- 2 points** versions of two exemplars, one for each part
- 1 point** version of one exemplar only
- 0 points** other

SCORE POINT 2

- 3** Using information from the article, describe a “fiction” book and a “nonfiction” book.

TERM	DEFINITION
fiction book	Stories that are made up.
nonfiction book	Provides information about real things or real people.

Test 4—Question 3 Score Point 2

The first part of the response is a version of the first exemplar for “fiction book.” The second part of the response is a version of the first exemplar for “nonfiction book.” The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 3** Using information from the article, describe a “fiction” book and a “nonfiction” book.

TERM	DEFINITION
fiction book	A fiction book is a book that isnt a book
nonfiction book	A nonfiction book is a fact book.

Test 4—Question 3 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the second exemplar for “nonfiction book.” Therefore, the total response receives a Score Point 1.

Test 4—Question 3
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
3 Using information from the article, describe a “fiction” book and a “nonfiction” book.	
TERM	DEFINITION
fiction book	True facts
nonfiction book	Made up-make belive

NOTE: The responses to Numbers 3, 6, 12, and 14 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 4

READING: Word Recognition, Fluency, and Vocabulary Development

4 Read this sentence from the article.

In that case, you’d want to find a better book on that subject.

Which of these is closest in meaning to “In that case”?

- ☐ If that locked
- ☐ To have a job
- ☒ If that happened
- ☐ To have an argument

Test 4—Question 5

READING: Comprehension

5 Which sentence from the article gives the BEST reason to read a book report?

- ☐ “Reading a book report can give you the answers.”
- ☐ “Thousands of new books are published every year.”
- ☐ “Even if you never did anything but read, you would not be able to read every book in the world.”
- ☒ “But a book report is useful because it lets you know what a book is about and what one person thinks of it.”

Test 4—Question 6
READING: Comprehension

6 Suppose you have heard about a new book called *Life in a Tree*. According to the article, what are TWO different questions about this book that a book report might answer?

1) _____

2) _____

Exemplars:

- Is the book fiction or nonfiction?
- What is the book about? (Is the book about people living in a tree? Is the book about animals living in a tree?)
- Did the person who read the book like it?
- If the book is nonfiction, are the facts accurate?
- Is the book confusing or hard to understand?
- other relevant text-based response

Rubric:

- | | |
|-----------------|------------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of only one exemplar |
| 0 points | other |

SCORE POINT 2

- 6** Suppose you have heard about a new book called *Life in a Tree*. According to the article, what are TWO different questions about this book that a book report might answer?

1) What is the book about?

2) What is a really good book or not?

Test 4—Question 6 Score Point 2

The first part of the response is a version of the second exemplar. The second part of the response is a version of the third exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 6** Suppose you have heard about a new book called *Life in a Tree*. According to the article, what are TWO different questions about this book that a book report might answer?

1) Is it Fiction or nonfiction.

2) Whoswrote it.

Test 4—Question 6 Score Point 1

The first part of the response is a version of the first exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 6
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

6 Suppose you have heard about a new book called *Life in a Tree*. According to the article, what are TWO different questions about this book that a book report might answer?

1) What is your reason you wrote this book?

2) Why do you think the author wrote this book?

Test 4—Question 7
READING: Comprehension

- 7** According to the article, what is the MOST important question to answer when writing a book report?
- ☐ Is the book fiction or nonfiction?
 - ☐ How long does it take to read the book?
 - ☒ What is the book about, and is it a good one?
 - ☐ Who wrote the book, and how long did it take to write?

Test 4—Question 8
READING: Word Recognition, Fluency, and Vocabulary Development

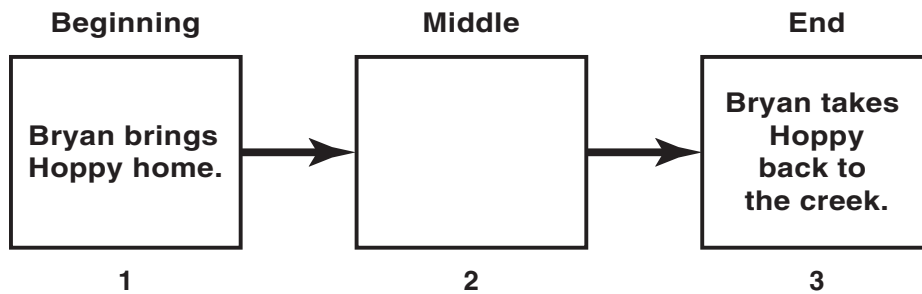
- 8** Read this sentence from the story.
- He tore strips of paper and scrunched them into the box.**
- What is another word, or synonym, for *scrunched*?
- ☒ crumpled
 - ☐ folded
 - ☐ placed
 - ☐ threw

Test 4—Question 9
READING: Literary Response and Analysis

- 9** Using information from the story, choose the word that BEST describes Bryan.
- ☒ kind
 - ☐ quiet
 - ☐ funny
 - ☐ proud

Test 4—Question 10
READING: Literary Response and Analysis

- 10** Look at the information in the boxes below.



Which of the following BEST belongs in Box 2?

- ☐ Bryan sees Hoppy smile.
- ☐ Bryan tries to feed Hoppy a fly.
- ☐ Bryan tells his father about Hoppy.
- ☒ Bryan tries to make Hoppy feel comfortable.

Test 4—Question 11
READING: Literary Response and Analysis

- 11** Why does Bryan MOST LIKELY take Hoppy back to the creek?
- ☐ He wants to feed Hoppy.
 - ☒ He wants to make Hoppy happy.
 - ☐ He wants to teach Hoppy to jump.
 - ☐ He wants to take Hoppy swimming.

Test 4—Question 12
READING: Literary Response and Analysis

- 12** Hoppy acts DIFFERENTLY when he is Bryan’s pet than he acts at the creek. Fill in the chart below to show ONE way that Hoppy acts differently.

When Hoppy is Bryan’s pet, he	When Hoppy is at the creek, he
_____	_____
_____	_____
_____	_____

Exemplars:

When Hoppy is Bryan’s pet, he	When Hoppy is at the creek, he
• is not happy in Bryan’s home	• is happy to be back in his home
• will not eat, sleep, or jump	• jumps about • eats a fly
• only sits and stares	• smiles at Brian
• other relevant text-based response	• other relevant text-based response

Rubric:

- 2 points** version of at least one exemplar from each side
- 1 point** version of one correct exemplar
- 0 points** other

SCORE POINT 2

- 12** Hoppy acts DIFFERENTLY when he is Bryan's pet than he acts at the creek. Fill in the chart below to show ONE way that Hoppy acts differently.

When Hoppy is Bryan's pet, he	When Hoppy is at the creek, he
Does not jump around a lot.	Jumps around and jumps in the creek

**Test 4—Question 12
Score Point 2**

The response provided in the left box is a version of the second exemplar for "When Hoppy is Bryan's pet, he." The response provided in the right box is a version of the second exemplar for "When Hoppy is at the creek, he." The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 12** Hoppy acts DIFFERENTLY when he is Bryan's pet than he acts at the creek. Fill in the chart below to show ONE way that Hoppy acts differently.

When Hoppy is Bryan's pet, he	When Hoppy is at the creek, he
want to show hoppy his new home	is so glad he is back home

**Test 4—Question 12
Score Point 1**

The response provided in the left box is incorrect. The response provided in the right box is a version of the first exemplar for "When Hoppy is at the creek, he." Therefore, the total response receives a Score Point 1.

Test 4—Question 12
Score Point 0

The responses provided in both boxes are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
12 Hoppy acts DIFFERENTLY when he is Bryan’s pet than he acts at the creek. Fill in the chart below to show ONE way that Hoppy acts differently.	
When Hoppy is Bryan’s pet, he	When Hoppy is at the creek, he
<u>lives in a box</u>	<u>lives anywhere.</u>
<hr/>	<hr/>
<hr/>	<hr/>

Test 4—Question 13
READING: Comprehension

- 13** What will Bryan MOST LIKELY do the next time he finds a frog in the creek?
- ☐ He will make the frog his pet.
 - ☐ He will give the frog some flies.
 - ☐ He will bring the frog to school.
 - ☒ He will leave the frog where it is.

Test 4—Question 14
READING: Comprehension

- 14** A scientist is someone who makes a guess about something then tests the guess to see if it is right. In the story, “A Home for Hoppy,” Bryan makes a lot of guesses. Then he tests to see if the guesses are right.

Using information from the story, complete the chart of Bryan’s guesses and tests below.

Bryan guesses that	Bryan tests this guess by
Hoppy is hungry.	giving Hoppy bits of sandwich.
Hoppy needs exercise.	
	making a bed for Hoppy.
	reading a story to Hoppy.

Exemplars:

Bryan guesses that

- Hoppy is tired.
- Hoppy can’t sleep.
- other relevant text-based response

Bryan tests this guess by

- building an obstacle course for Hoppy/playing outside with Hoppy
- other relevant text-based response

Rubric:

- 2 points** version of at least one exemplar from each side
- 1 point** version of one exemplar
- 0 points** other

SCORE POINT 2

- 14** A scientist is someone who makes a guess about something then tests the guess to see if it is right. In the story, “A Home for Hoppy,” Bryan makes a lot of guesses. Then he tests to see if the guesses are right.

Using information from the story, complete the chart of Bryan’s guesses and tests below.

Bryan guesses that	Bryan tests this guess by
Hoppy is hungry.	giving Hoppy bits of sandwich.
Hoppy needs exercise.	makeing an obstacle course.
Hoppy is tired.	making a bed for Hoppy.
Hoppy can’t sleep.	reading a story to Hoppy.

Test 4—Question 14 Score Point 2

The response “Hoppy is tired” is a version of the first exemplar for “Bryan guesses that.” The response “Hoppy can’t sleep” is a version of the second exemplar for “Bryan guesses that.” The response “making an obstacle course” is a version of the first exemplar for “Bryan tests this guess by.” The total response contains versions of at least one exemplar for both “Bryan guesses that” and “Bryan tests this guess by” and receives full credit for a Score Point 2.

SCORE POINT 1

- 14** A scientist is someone who makes a guess about something then tests the guess to see if it is right. In the story, “A Home for Hoppy,” Bryan makes a lot of guesses. Then he tests to see if the guesses are right.

Using information from the story, complete the chart of Bryan’s guesses and tests below.

Bryan guesses that	Bryan tests this guess by
Hoppy is hungry.	giving Hoppy bits of sandwich.
Hoppy needs exercise.	Pokeing holes for hoppy.
Hoppy is tired.	making a bed for Hoppy.
Hoppy still awake.	reading a story to Hoppy.

Test 4—Question 14 Score Point 1

The response “Hoppy is tired” is a version of the first exemplar for “Bryan guesses that.” The response “Hoppy still awake” is a version of the second exemplar for “Bryan guesses that.” The response provided for “Bryan tests this guess by” is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 14
Score Point 0

The responses provided in both boxes are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0											
<p>14 A scientist is someone who makes a guess about something then tests the guess to see if it is right. In the story, “A Home for Hoppy,” Bryan makes a lot of guesses. Then he tests to see if the guesses are right.</p> <p>Using information from the story, complete the chart of Bryan’s guesses and tests below.</p>											
<table border="1"><thead><tr><th>Bryan guesses that</th><th>Bryan tests this guess by</th></tr></thead><tbody><tr><td>Hoppy is hungry.</td><td>giving Hoppy bits of sandwich.</td></tr><tr><td>Hoppy needs exercise.</td><td>giving it a home</td></tr><tr><td>bed</td><td>making a bed for Hoppy.</td></tr><tr><td>food</td><td>reading a story to Hoppy.</td></tr></tbody></table>	Bryan guesses that	Bryan tests this guess by	Hoppy is hungry.	giving Hoppy bits of sandwich.	Hoppy needs exercise.	giving it a home	bed	making a bed for Hoppy.	food	reading a story to Hoppy.	
Bryan guesses that	Bryan tests this guess by										
Hoppy is hungry.	giving Hoppy bits of sandwich.										
Hoppy needs exercise.	giving it a home										
bed	making a bed for Hoppy.										
food	reading a story to Hoppy.										

Test 4—Question 15

WRITING: Applications/English Language Conventions

15



Suppose you go to the creek where Bryan finds Hoppy. You might find many kinds of animals there.

Write a story about going to the creek and finding an animal. What kind of animal do you find? What do you do when you find the animal? What guesses do you make about what to do for your animal? How do you test your guesses?

Use the chart on the next page to help plan your writing. Then do your writing on the two lined pages following the chart. Using the Editing Checklist on page 62, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

NOTE: Only your writing on the lined pages in this book will be scored.

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 3–5

Score	Does the writing sample
4	<ul style="list-style-type: none"> • stay fully focused? • include many relevant ideas? • have clear order? • exhibit more than adequate word usage? • exhibit writing that is fluent and easily readable? • display a sense of audience?
3	<ul style="list-style-type: none"> • stay mostly focused? • include relevant ideas? • have order? • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
2	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? • have some order? • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no focus? • include few or no relevant ideas? • have little or no order? • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling or repeating information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information? • provide many supporting details? • explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support?
Style
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 3
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details?
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 2
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details?
Organization
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence?
Style
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit little or no focus?</p> <ul style="list-style-type: none"> • Writer may get distracted, may drift away from topic, or may convey little meaning. • Topic may not be developed. <p>Does the writing sample include few or no relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little or no order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain a limited or simple vocabulary? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., tells a story about going to the creek and finding a rabbit).
- stays focused and provides many relevant supporting details (e.g., *I saw a rabbit getting a drink [,] and I slowly walked near it; I walked very slowly up to the house trying not to scare it*).
- is well organized with a clear beginning (e.g., *On a bright and sunny day [,] I was walking to the creek*), middle, and end (e.g., *So the next hour I took the rabbit to i'ts [its] home [,] and I put it back near the water so it can [could] find its way back home*).
- includes a more than adequate vocabulary.
- flows naturally and is easy to read. The writer uses a variety of sentence patterns, including complex sentences (e.g., *So since the rabbit did not want to eat [,] I made a spot under my bed so the rabbit can [could] sleep under it since rabbits live in burrows*).
- has a good sense of audience, with a clear, engaging voice (e.g., *After an hour I peeked under the bed to see if the rabbit was a sleep [asleep,] but it wasn't a sleep [asleep]*).

NOTE: A Score Point 4 paper represents a solid performance that fully accomplishes the task.

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- uses correct ending punctuation.
- uses correct subject and verb agreement.
- has some grade-level spelling errors (e.g., *adoable* [adorable], *a sleep* [asleep]).
- has no run-on sentences and no sentence fragments.

NOTE: In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.

Story

On a bright and sunny day I was walking to the creek. I saw a rabbit getting a drink and I slowly walked near it. I gently petted it and picked it up slowly. I walked very slowly up to the house trying not to scare it. When I got up to the house I showed my mom. She said, "That rabbit is adorable!" I ask my mom, "Do we have any carrots?" She said, "Yes!" I tried to give the rabbit it but it would not eat it at all. So since the rabbit did not want to eat I made a spot under my bed so the rabbit can sleep under it since rabbits live in burrows. After an hour I peeked under the bed to see if the rabbit was a sleep but it wasn't a sleep. At last my mom told me to try taking it back to the rabbits' home in the woods. So the next hour I took the rabbit to its home and I put it back near the water so it can find its way back home.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., tells a story about walking to a pond and finding a puppy).
- stays mostly focused on the topic.
- provides some relevant ideas (e.g., *Then I had dinner [,] and we had to go to the store beecue [because] we had to go get food for him*), although the writer does not fully develop these ideas.
- has a logical order, with a brief beginning, a middle that has some minor tangents, and a brief end to the story.
- uses ordinary vocabulary but includes an occasional vivid image (e.g., *I was walking to the pond [,] and I saw a puppy walking buy [by] himslef [himself] and no clorer [collar] on [,] so I took him home*).
- is readable and attempts some sentence variety.
- has some sense of audience.

NOTE: A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has a few grade-level spelling errors (e.g., *buy [by], himslef [himself], beecue [because]*).
- has run-on sentences (e.g., *So I played with him and made a bed for him [.] it [It] was sort [short]*) and a sentence fragment (e.g., *So the owner could find him*).

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.

Story

I was walking to the pond and I saw a puppy walking buy himslef
and no clorer on so I took him home and my mom said, "I could
keep him." So I played with him and made a bed for him it was
sort. Then I had dinner and we had to go to the store beecue
we had to go get food for him then I had togo to bed cause it
was 9:00. The next morning I had to put powsters up. So the
owner could find him. The owner fowned him he took him home.
But I had fun with him.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- stays somewhat focused (i.e., tells a story about finding a salamander), though minimally accomplishes the task.
- provides some supporting details (e.g., *I made a little creek and I fed it fish food [,] but it didn't eat it*).
- attempts a logical order; has a beginning, but the end of the story is weak.
- uses basic vocabulary, with some exceptions (e.g., *salamander*, *acuaryam* [aquarium]).
- is sometimes difficult to read.
- has a sense of audience (e.g., *Hey dad* [Dad,] *I found a salamander [,] and I named it henry* [Henry]).

NOTE: A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has an error in beginning capitalization (e.g., *then* [Then]) and errors in the capitalization of proper nouns (e.g., *dad* [Dad], *henry* [Henry]).
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has no spelling errors of grade-level words.
- contains run-on sentences (e.g., *then* [Then] *I taged* [tagged] *it and let it go* [.] a [A] *month later I found it again*) but no sentence fragments.

NOTE: In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

Story

Hey dad I found a salamander and I named it henry. I made
it a home by using an acuaryam I made a little creek and I
fed it fish food but it didn't eat it. then I taged it and let it
go a month later I found it again.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- attempts some focus on the task (i.e., tells a story about going to the creek and finding a baby wolf).
- provides some relevant information.
- is too brief to provide sufficient development of the topic.
- includes a limited vocabulary.
- is difficult to read.
- demonstrates some sense of audience (e.g., *Hey well be my wlf feed fover* [He will be my wolf friend forever]).

NOTE: A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organization or writing style.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization but has an error in the capitalization of a proper pronoun (e.g., *i* [I]).
- has an error in ending punctuation.
- has an error in subject and verb agreement (e.g., *He get* [gets] *wet*).
- misspells a number of grade-level words (e.g., *wet* [went], *foned* [found], *bobey* [baby], *hrt* [hurt], *Hey* [he], *feed* [friend]).
- includes a run-on sentence (e.g., *He get* [gets] *wet* [.] *it* [It] *gets hrt* [hurt]) but has no sentence fragments.

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Story

I wet to the crek and i foned a bobey wolff. He get wet
it gets hrt. Hey well be my wlf feed fover

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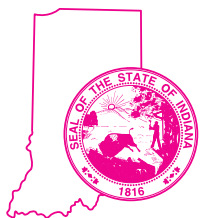
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Grade 4

English/Language Arts

Fall 2008

Teacher's Scoring Guide



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